

West Windsor-Plainsboro Regional School District

Grade 3 Social Studies

Unit 1: A Way of Life: Understanding Our Cultures	
Content Area: Social Studies	
Course & Grade Level: 3rd	
Summary and Rationale	
In this unit, third grade students will identify multiple aspects of culture, think deeply about their personal cultures and understand how they interact to comprise the cultures that make up America. Students will be exposed to multiple perspectives and reflect on their own to develop an appreciation for each person's unique cultural identity. This will help students become globally competent and culturally sensitive citizens. Additionally, this unit was developed with the intention of being taught at the beginning of the school year, as the lessons' objectives correlate with students learning about one another and establishing their unique classroom community.	
Recommended Pacing	
10 days	
New Jersey Student Learning Standards for	
Standards for 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different or individual perspectives.
6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
CPI #	Cumulative Progress Indicator (CPI)
CCSS.ELA-LITERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-LITERACY.SL.3.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-LITERACY.SL.3.1.C	Ask questions to check understandings of information presented, stay on topic, and link their comments to the remarks of others.
CCSS.ELA-LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, telling a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
New Jersey Student Learning Standards for Technology	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5:	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Math3.OA. A.3	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Math3.MD .B.3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Culture is made of several components. ● Each person has a unique cultural identity. ● Culture is a “way of life” for people. ● Culturally intelligent people understand and respect the perspectives of others. ● Many cultures make a continually evolving America. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is culture? ● What comprises my unique cultural identity? ● How are cultures similar and different? ● How do different cultures influence and interact with one another in America? ● How does culture affect how people live? ● Why is it important to be aware of the cultural identities of others? 	
Objectives	
Students will be able to: <ul style="list-style-type: none"> ● Engage in discussions around their own cultures ● Identify different aspects of culture ● Identify a specific way that different communities interact ● Identify, understand and respect a perspective that is different from one’s own perspective ● Explain why it is important to understand and respect another’s perspective ● Explain how cultural characteristics influence where and how people live in America (Holocaust/Human Rights Mandate) ● Compare and contrast their elements of their identities to create a collaborative class identity 	

Evidence of Learning
<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative Assessment <input checked="" type="checkbox"/> Summative Assessment <input checked="" type="checkbox"/> Alternative Assessment <input checked="" type="checkbox"/> Benchmark
<ul style="list-style-type: none"> ● Pre-Assessment <ul style="list-style-type: none"> ○ Student discussions / shares about own cultures ● Formative Assessment <ul style="list-style-type: none"> ○ Self-reflection about students' traditions ● Summative Assessment <ul style="list-style-type: none"> ○ Culture Wheels ● Benchmark Assessment <ul style="list-style-type: none"> ○ The Best Parts of Us Project (Venn Diagram) <p>Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations</p>
Resources
<p>Core Text:</p> <p><u>Your Name Is a Song</u> by Jamilah Thompkins-Bigelow</p> <p><u>Planting Stories</u> by Anika D. Denise</p> <p><u>Dumpling Dreams</u> by Carrie Clickard</p> <p>Various Better World Ed Videos</p> <p>Baseball Team</p> <p>Lunch at an Elementary School in Japan</p> <p>Special Olympics Flag Football</p> <p>Inclusive Youth Sports</p> <p>Additional Extension Texts:</p> <p><u>The Name Jar</u> by Yangsook Choi</p> <p><u>The Librarian of Basra</u> by Jeanette Winder</p> <p><u>Thank You, Omu</u> by Oge Mora</p> <p><u>Fry Bread</u> by Kevin Moble Maillard</p> <p><u>All Are Welcome</u> by Alexandria Penford</p> <p><u>Where Are You From</u> by Yamile Saied Mendez</p> <p><u>Dreamers</u> by Yuyi Morales</p> <p><u>Stepping Stones: A Refugee Family's Journey</u> by Margriet Ruurs</p> <p><u>Just Ask</u> by Sonia Sotamayor</p>

Unit 2: Living in America: Regional Identities	
Content Area: Social Studies	
Course & Grade Level: Grade 3	
Summary and Rationale	
In this unit, third grade students will identify geographic, climatic, and economic aspects of the US regions. They will think deeply about how these features impact the lives of the people who live in a specific region. Students will be exposed to digital geographic tools, maps and globes to develop an understanding of each region's unique identity. This will help students become globally competent and culturally sensitive citizens.	
Recommended Pacing	
25 days	
New Jersey Student Learning Standards for Social Studies	
Standards for 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.GeoPP. 1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP. 2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoSV. 1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV. 2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
6.1.5.GeoSV. 3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV. 4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoHE. 1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoHE. 2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.History UP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
CPI #	Cumulative Progress Indicator (CPI)
6.3.3.CivicsP D.1	With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
CCSS.ELA-LIT ERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-LIT ERACY.SL.3.1. A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-LIT ERACY.SL.3.1. C	Ask questions to check understandings of information presented, stay on topic, and link their comments to the remarks of others.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5:	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Standards	
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Maps and globes identify landforms and waterways. Longitude and latitude determine a region's climate. Weather and natural resources influence the economy of a region. The people of a specific US region have a distinct identity. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What factors influence life in the five regions of the United States? How do maps and globes inform us about where people live? 	

- How does geography, climate, and economy affect how people in the regions of the United States live?
- Why might life differ for people in each US region? How does this influence their identity?

Objectives

Students will be able to:

- Describe the options, choices, or lived experiences of a group of people different from one's own.
- Identify different landforms, waterways, weather, and sources of economy in US regions by analyzing maps.
- Recognize that regions can or may have already been impacted by climate change.
- Explain how people may choose a region to live in based on multiple factors (AAPI Mandate) (Amistad/Black History Mandate).
- Identify pros and cons of each region and notice environmental impact within each region.
- Research resources and elements of each regions' identity to create a region identity map.

Evidence of Learning

Assessment

- ☒ Formative Assessment
- ☒ Summative Assessment
- ☒ Alternative Assessment
- ☒ Benchmark

- Pre-Assessment
 - Landform Review Game: Entrance Ticket
- Formative Assessment
 - Student discussions and verbal checks- Thinking Routine: 3-2-1
- Accurate use of digital geographic tools, maps and globes
- Recognition of environmental changes throughout the regions
- Summative Assessment
 - Region Identity Map: group work and peer assessing
- Benchmark Assessment
 - United States symbol map (independent)

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text: Scholastic and National Geographic Region Books
EPIC book resources for landforms and regions

Unit 3: Our Garden State

Content Area: Social Studies	
Course & Grade Level: Grade 3	
Summary and Rationale	
In this unit, third grade students will identify geographic, climatic, and economic aspects of New Jersey. They will think deeply about how these features impact the lives of the people who live in New Jersey. Students will be exposed to digital geographic tools, maps and globes to develop an understanding of New Jersey's unique identity. Students will also be exposed to the functions of government at the state level as well as how these functions compare with our national government. This will help students become globally competent and culturally sensitive citizens.	
Recommended Pacing	
20 days	
New Jersey Student Learning Standards for Social Studies	
Standards for 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.CivicsPI .2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)
6.1.5.CivicsPI .3:	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
6.1.5.CivicsPI .4	Describe the services our government provides the people in the community, state and across the United States.
6.1.5.CivicsPI .5	Explain how the government functions at the local, county, and state level.
6.1.5.CivicsP D.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
6.1.5.CivicsP D.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials)
6.1.5.CivicsC M.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsC M.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
6.1.5.GeoPP. 1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
6.1.5.GeoPP. 2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
6.1.5.GeoSV. 1	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
6.1.5.GeoSV. 2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).
6.1.5.History CC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.
6.1.5.History UP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
6.1.5.EconN M.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
6.1.5.EconN M.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.5.EconE M.4:	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard:	
CPI #	Cumulative Progress Indicator (CPI)
CCSS.ELA-LIT ERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-LIT ERACY.SL.3.1. A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-LIT ERACY.SL.3.1. C	Ask questions to check understandings of information presented, stay on topic, and link their comments to the remarks of others.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global
9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view.
9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)

8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
8.1.5.DA.5:	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Standards (fill-in Science, or SS, or Math, etc..)	
3-ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
3-ESS2-2	Obtain and combine information to describe climates in different regions of the world.
3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • People have migrated to New Jersey for different reasons. • Various cultural influences continue to shape New Jersey. • New Jersey has its own symbols, models, and state government. • Physical and human characteristics define New Jersey. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What factors influence life in New Jersey? • How do maps and globes inform us about where people live in New Jersey? • How does geography, climate, and economy affect how people in New Jersey live? • How can we improve conditions in our school community or state by identifying an issue and developing a plan of action? • How have climate and population changes affected New Jersey? • How have prominent figures who lived in New Jersey impacted society? • How has New Jersey evolved over time? 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • There are different levels of government in our state (mayor, governor) that have different responsibilities for the smooth running of our public systems (education, transportation, housing, etc.). • Prominent figures who lived in New Jersey have made significant contributions to society. <p>Students will be able to:</p> <ul style="list-style-type: none"> • Locate New Jersey, and major landmarks within New Jersey, on a U.S. map. • Design a sustainable New Jersey city that addresses several environmental and accessibility needs. (People with Disabilities Mandate) • Identify different landforms, waterways, weather, and sources of economy in New Jersey by analyzing maps. • Recognize that New Jersey can or may have already been impacted by climate change. • Explain how people may choose to live in New Jersey based on multiple factors. 	
Evidence of Learning	
<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formative Assessment <input checked="" type="checkbox"/> Summative Assessment 	

☒ Alternative Assessment

☒ Benchmark

- Pre-Assessment
 - Label / draw map of NJ from memory
- Formative
 - Student writing / drawing about NJ learning
- Summative Assessment
 - Sustainable city in New Jersey design
 - Product that shares an element of your sustainable NJ city that can be applied to WW-P with a government official
- Benchmark Assessment
 - Label Map of NJ

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources

Core Text:

[G is for Garden State: A New Jersey Alphabet by Eileen Cameron](#) (also available on EPIC)

[My United States: New Jersey](#) by New Yomtov (Scholastic)

Portraits of the States: New Jersey

[Advocate for Access for Rights](#)

[Sustainable City Resources](#)

The Seeing Eye [website](#)

Unit 4: Economics and Me	
Content Area: Social Studies	
Course & Grade Level: Grade 3	
Summary and Rationale	
Economics has lasting importance for individuals, both professionally and personally as consumers and citizens. Students will explore the entrepreneurial cycle through a simulated company. Through this experience, they will learn key vocabulary terms, concepts like supply and demand, opportunity costs, scarcity, and interdependence. They will employ 21st century skills involving collaboration, communication and problem solving. Additionally, they will learn about the impact of economic decisions and how those decisions are made.	
Recommended Pacing	
15-20 days	
New Jersey Student Learning Standards for Social Studies	
Standards for Economics and Me: All students will acquire the knowledge and skills to examine qualities of entrepreneurs and develop an understanding of supply and demand. Such knowledge and skills enable students to make informed decisions that reflect financial responsibility in order to run their own businesses. Students will collaborate with others in order to include all perspectives to solve problems. This unit will inspire and set the stage for future leaders.	
CPI #	Cumulative Progress Indicator (CPI)
6.1.5.EconN M.6	Examine the qualities of entrepreneurs in a capitalistic society.
6.1.5.EconE M.3	Describe how supply and demand influence price and output of products.
9.1.5.FP.3:	Analyze how spending choices and decision-making can result in positive or negative consequences.
9.1.8.CP.1	Compare prices for the same goods or services.
9.1.5.PB.2	Describe choices consumers have with money (e.g., save, spend, donate).
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
CCSS.ELA-LIT ERACY.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
CCSS.ELA-LIT ERACY.SL.3.1. A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
CCSS.ELA-LIT ERACY.SL.3.1. C	Ask questions to check understandings of information presented, stay on topic, and link their comments to the remarks of others.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.4.5.Cl.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
New Jersey Student Learning Standards for Technology	
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.

8.1.5.DA.5:	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
Interdisciplinary Standards	
Math Practice 1	Make sense of problems and persevere in solving them.
Math Practice 2	Reason abstractly and quantitatively.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> Scarcity exists because resources are limited. Scarcity drives many economic decisions. Opportunity costs arise because of the limits of resources. Resources include time, money, natural resources, etc. Producers and consumers have different incentives that motivate them to make decisions. Supply and demand influences price and output of products. Revenue – Expenses = Profit (or loss). Revenue is the money a company earns from the sale of goods or services. Expense is a cost associated with operating a business. Profit is money made by a company after expenses are paid. Companies can increase (or decrease) their values through successful (or unsuccessful) operations. 	
Unit Essential Questions	
<ul style="list-style-type: none"> What are the steps to start and operate a successful business? How do individuals make decisions regarding their own resources? How do entrepreneurs and companies make decisions regarding their resources to optimize their company profits? How does competition affect business decisions? How do companies decide who to market to and how to market effectively? What is the role of cooperation and interdependence in a business environment? 	
Objectives	
Students will know: <ul style="list-style-type: none"> Key terms including revenue, profit, expense, capital, etc. The entrepreneurial cycle from concept development through raising capital to production, marketing/sales and final valuation. How a company raises capital to operate its business. Business processes including start-up, marketing of products, and record keeping. Students will be able to: <ul style="list-style-type: none"> Divide responsibilities, communicate, and work collaboratively in an enterprise Persuade investor to finance their company Persuade consumers to purchase their products Produce and market a product to a targeted audience (Equity Mandate) Communicate opinions and ideas within a group and understand the importance of compromise Prepare timely and accurate financial records Communicate appropriately using key economic vocabulary 	
Evidence of Learning	

Assessment

- ☒ Formative Assessment
- ☒ Summative Assessment
- ☒ Alternative Assessment
- ☒ Benchmark

- Pre-Assessment
 - KWL chart about goods and services
- Formative Assessment
 - Job applications, reconciled ledgers, teacher check-ins with companies
- Summative Assessment
 - Marketing and production of products
- Benchmark
 - Sales bazaars and final revenue calculations
 - Final reflections


Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and tasks designed around the social studies practices. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

Resources**Core Text:**

BizWorld organization materials from their website

What Does it Mean to be an Entrepreneur? by Rana DiOrio

Videos:

- [Examining Toy Marketing by Gender](#)
- [Marketing to Everyone video](#)
-  Shark Tank US | Father and Son Duo Pitch Their 'Touch Up Cup'